

DOCUMENT RESUME

ED 145 899

JC 770 518

AUTHOR Thompson, James R.
TITLE An Evaluation of the Evening Programs at Everett Community College.
PUB DATE Oct 77
NOTE 85p.; Ed.D. Practicum, Nova University
EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage.
DESCRIPTORS *Adult Students; Ancillary Services; Cocurricular Activities; Community Colleges; Evening Counseling Programs; Evening Programs; *Evening Students; *Junior Colleges; Library Services; Part Time Students; *Program Evaluation; Questionnaires; *Student Characteristics; Student Financial Aid; *Student Personnel Services
IDENTIFIERS Everett Community College WA

ABSTRACT

A survey questionnaire was designed and distributed to students in 38 community college evening classes in order to determine student characteristics and evaluate student satisfaction. The sample of 463 students had the following characteristics: 56% were male; the average age was 28; 75% were taking only evening classes; 54% were married, 13% divorced, and 3% widowed; 10% had some disability; 41% were carrying 1 to 5 units; 32% had accumulated less than 15 credits, 48% had 16-90 credits, and 20% more than 90; 79% had attended more than one quarter; 67% were working full or part-time; and 74% were enrolled either to improve job skills or to complete a degree or certificate. Student evaluations of college services included a community service rating of satisfactory to excellent by 90%, 88% wanted more evening class offerings, 25% were unaware of financial aid, 65% had never seen a counselor, and 52% reported they would use counseling services if available at night. The services of the library, bookstore, and coffee shop were judged adequate by over 60%, but the majority were unaware and/or wanted increased access to skills laboratories, women's and minority programs, college clubs, volunteer programs, and student activities programs. The questionnaire, survey instructions, classes included in the sample, and item response analyses are appended. (RT)

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By

James R. Thompson, M.Ed.

Everett Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

October, 1977

JE 770 518

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1977

ABSTRACT

This study was initiated in order to evaluate the evening programs at Everett Community College and make recommendations for change which would allow the college to better serve the evening student.

The samples consisted of 463 evening students, males and females, or approximately 15 percent of those students attending Everett Community College. The sample was drawn from 38 classes randomly selected from all disciplines. The survey instrument was a seven page questionnaire. The data was broken down into two basic categories: 1) Percentage of total sample, and 2) Percentage of those who responded to the question.

Within the limitations of the study, the results support the following conclusions:

1. Evening students attending Everett Community College have a wide variety of interests, including a large number seeking a degree transfer program to a four-year school.
2. A large number of evening students have not used Everett Community College's catalog.
3. A large number of evening students would like to know more about EvCC's financial aids.
4. Most evening students think that Everett Community College is doing a good to excellent job in serving its community.
5. Evening students at Everett Community College would use placement services if they were made available in the evening.
6. A large number of evening students have never talked to an advisor at EvCC.
7. Most evening students at EvCC do not have an assigned advisor.
8. Many of the evening students are not satisfied with the advising they have received at EvCC.

ABSTRACT (continued)

9. Evening students at EvCC would like to see more classes offered in the evening, and a different selection of classes.
10. The majority of the evening students attending EvCC would like to earn a degree.
11. Evening students would like to see the Counseling Center open in the evening, and would use the services.
12. Evening students are satisfied with coffee shop and library services in the evening at EvCC.
13. Evening students are not aware of Math, English writing, and reading labs, and have not used these services.
14. Evening students would like to see special awareness courses offered, designed for men.
15. Evening students are not aware of a number of programs and services at EvCC, e.g., minority programs, the Community Involvement Program, and the Special Service Program, and evening students want to know more about these programs and services.
16. Evening students would become involved in some of the programs and activities provided by student activities if they were offered at times more appropriate to evening students.

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INTRODUCTION

Everett Community College has committed itself to a dedicated service to the Snohomish County community. The basic philosophy of this institution is to serve all elements of its community to the fullest extent possible. This dedication must include the evening students.

"It has taken a long time, but finally evening college students are being granted a status they deserve. In many schools they are no longer treated as poor relations, but as people deserving the same privileges as those in the day school. In many places, however, the evening student is still looked on as if he were inferior, despite the growing description of the evening college population as being industrious and highly motivated made by evening school administrators and faculty."¹

Although much has been done to establish services and programs for the evening students at Everett Community College, many students, teachers, and administrators feel there's a long way to go before the evening student gets as much for his money as the day-time student. This problem has begun to draw more attention as college enrollments drop. Many educational leaders at Everett Community College would like to gain more insight about the evening student. During Fall quarter of 1976 there were approximately 3,500 day students and 3,400 evening students, yet the major services for the student which function during the regular day time work hours were not available to these evening students. At the present time the basic services offered during the evening at Everett Community College consist of a single registration classified staff person and one part-time advisor. Thus, evening students are summarily deprived from services such as the counseling office, the financial aids office, the job placement office, and the student activities office.

¹Edward M. Kelly, "Parity For the Evening Student," Adult Leadership, February, 1973, p. 265.

INTRODUCTION (continued)

"Another glaring affront to the evening college student is the lack of facilities available to him. Why can't the evening college open the gym on Saturday or Sunday, for instance? While it is true that some schools charge reduced tuition in the evening college, they should not reduce facilities."²

The service area is not the only area of the institution which could display some flexibility to benefit the evening students. With the exception of the Associate in General Studies and some Vocational/Technical programs, it is not possible for an evening student to achieve a degree in the evening program. Many current and potential evening students are forced to turn to other schools to put together a transferable program in order to receive an Associate in Arts and Sciences Degree.

Although there seems to be many inequities in the services offered to students, it is only fair to point out that a conscious effort is being made to increase the services available to the evening students at Everett Community College. Recently a system has been established where administrators are taking turns covering the evening program. The evening advisor chosen from various service areas provides some direct representation from their areas for the evening program. The student Personnel Services Division has appointed an evening program committee to make suggestions for dealing with these problems.

Some schools feel that their evening program is the core of their institution. Donald F. Smith of the Department of Agriculture Graduate School said of that school, "The Resident Evening Program is the heart of the institution."³

An attempt is being made through this research to gain some insight into the problems of the evening students at Everett Community College and how they might be better served. A volume of general information will be acquired to get

²Edward M. Kelly, "Parity for the Evening Student," Adult Leadership, February, 1973; p. 265.

³Donald F. Smith, "A school Without Failure," Adult Leadership, October, 1972, p. 118.

INTRODUCTION (continued)

some insight into the nature of the evening students and the services they feel would best serve their interest. Evening student input is being gathered about a variety of services such as financial aids, placement, counseling, etc. Hopefully, this information will result in productive changes in the evening program which will allow it to better serve and more equitably adjust to serve the needs of the evening students. William A. Beaver of Project P.M. at College of Notre Dame said it well, "Success begins with satisfied students who continue to recommend the program."⁴

BACKGROUND AND SIGNIFICANCE

"Although many day school administrators will not readily admit it, evening schools are a major source of income to a university or college. The evening schools often provide funds for curricular experimentation in the day school, serve as financial lure in faculty recruitment, bolster sagging day school programs. While it is true the day school absorbs most of the financial shock of running a college, the evening school can run on a reduced budget because it needs less staffing and provides fewer services, thus adding revenue to the college coffers. In years to come when the numbers attending evening schools will multiply, these privileges will become necessities. Why wait until that time to give the evening student what is rightfully his now?"⁵

It has become very difficult and often frustrating for an evening student to fulfill his educational goal. Too often the evening programs and students are required to take a back seat to the day-time programs. It would seem that the educational communities would concern themselves with assisting all students in meeting their educational goals regardless of whether they are day or evening students. A large number of the evening students are those who for one reason or another must work during the day to make ends meet. Because they are so employed does not mean they are happily employed or plan to spend their remaining work

⁴William A. Beaver, "Project P.M. - A Success Story," Adult Leadership, June, 1972, p. 45.

⁵Edward M. Kelly, "Parity for the Evening Student," Adult Leadership, February, 1973, pp. 265 - 270.

BACKGROUND AND SIGNIFICANCE (continued)

years in the same job; however, at the present time the education structure, in most cases, does not make it very easy for them to change their occupation.

Educators must not only be concerned with those who are trying to acquire an education, but also those who are trying to develop an alternative occupation.

Education is also rapidly expanding as a means for those employed to increase their skills in their present job. This means that possibly the college campus community will shift to an older, more mature student who is required to attend evening courses. It is this author's opinion that it is very difficult to generalize about programs and that each educational institution should take a close look at the area they serve and its special needs. In his report, "Project P.M. - A Success Story," William A. Beaver said:

"A wise adult educator once said that every administrator must recognize and know well the adult education situation in his surrounding communities. He should provide not only those kinds of activities required in his particular institution but also those which fulfill specific needs in the community. To avoid duplication, to prevent unnecessary competition, and to focus on articulation and complementation will usually insure successful programs."⁶

Ben W. Jordan, Dean, College of Lifelong Learning, Wayne State University, Detroit expresses his concerns as follows:

"When will we achieve the goal that opportunities for lifelong learning through continuing education be available to all citizens without regard to previous education or training? To do so, all our institutions are faced with revisions in their structures we have practiced for so many years."⁷

Vocational and technical programs which are offered in the evening program sometimes run into different kinds of problems. A good example of this is given by Ruth Mulford.

⁶William A. Beaver, "Project P.M. - Success Story," Adult Leadership, June, 1972, Vol. 21, No. 2, p. 43.

⁷Ben W. Jordan, "Creating and Maintaining an Interest in Learning for Adults," Educational Leadership, November, 1975, Vol. 33, p. 96.

BACKGROUND AND SIGNIFICANCE (continued)

"Day students in the program have many opportunities for clinical experiences. It has been difficult, however, to provide similar experience for the adult education classes. Since these classes are offered in the evenings when most dental facilities are closed, live experience for the students has been limited to role playing, assisting the instructor in prophylaxis, and an occasional demonstration by a visiting clinician."⁸

Often the evening program has been considered to be an extension of the regular daytime program, especially in the past when there were more students than seats in the classroom. However, demographic trends indicate that there will not always be more students than classroom seats.

PROCEDURE

The survey instrument used in this study was a questionnaire (See Appendix A). The survey instrument was carefully designed with input from leaders within the different service areas being studied. The questionnaire was put through a trial run to determine whether or not students would be easily able to interpret the questions. On the basis of the feedback received, some minor modifications were made to a few of the questions. It was distributed to a randomly selected group of approximately one third of the evening students, by class, throughout the various divisions. An equal number of classes were randomly selected from the different educational divisions to assure a cross section of the total evening program (See Appendix B). Specific instructions were given to participants (See Appendix C). The survey instruments were administered to the selectees by instructors using only the prepared instructions to insure maximum conformity and homogeneity. Participants were given as much time as needed to complete the survey instrument; it took on the average fifteen to twenty minutes. There was some duplication in this questionnaire to assure some degree of reliability in the answers. The results of this questionnaire were computed into percentages of

⁸Ruth Mulford, "Live Work Experience for the Evening Class," American Vocational Journal, January, 1976, Vol. 51, pp. 44-46.

the total sample and percentages of those responding to the items. Conclusions and recommendations have been based on the questionnaire results.

The abbreviation "EvCC" used in this report means, Everett Community College.

This research was somewhat limited because the sample was 15 percent of the evening students attending Everett Community College, Spring quarter, 1977; however, the sample did consist of a good cross-section of the different disciplines.

RESULTS

The data received through this survey instrument was computed into percentages which were rounded off to the nearest whole percentage point: therefore, data presented in tables will not always add up to exactly 100 percent. The results were converted into two categories: 1) Percentage of total sample, which measured the percentage of students who chose a particular response in comparison to all those who participated in the survey, 2) Percent of those responded, which measures the percent of students who chose a particular response in comparison to those who answered the question. There were some students who either didn't answer the question or who gave multiple responses which were treated as non-responses. Because of the large number of tables, they will be presented in Appendix D.

The data reported in this results section will be percentages based on the total sample unless otherwise stated.

Of the 463 evening students sampled, 56 percent were males and 44 percent were females. The **average** age of those sampled was 28. Seventy-five percent of the students sampled were taking evening classes only, while 24 percent were taking both day and evening courses. Fifty-four percent of the students sampled were married, 13 percent were divorced, and three percent were widowed. Ten percent reported that they currently had some form of disability which affected their schooling or work, and 89 percent did not have a disability. When asked how many credits

RESULTS (continued)

they were taking during the current quarter (Spring, 1977), 41 percent reported they were taking 1 to 5 credits, 15 percent reported they were taking 6 to 9 credits, ten percent reported they were taking 10 - 11 credits, and 32 percent reported they were taking 12 or more credits. When asked how many credits they had accumulated to date; 32 percent had less than 15 credits, ten percent had 16 to 30 credits, eight percent had 31 to 45 credits, ten percent had 46 to 60 credits, 15 percent had 61 to 90 credits, and 20 percent had accumulated more than 90 credits. When asked the number of quarters they had attended EvCC (including Spring Quarter, 1977), 21 percent had only attended one quarter, 19 percent had attended two quarters, ten percent had attended three quarters, seven percent had attended four quarters, ten percent had attended five quarters, six percent had attended six quarters, five percent had attended seven quarters, four percent had attended eight quarters, and two percent had attended nine quarters. When asked why they were attending Everett Community College; nine percent said for a complete Vocational-Technical Program, ten percent said for a short-term course to improve job skills, 14 percent said to take courses for personal enjoyment and improvement, four percent said for high school completion, 21 percent said for a degree transfer program to a four-year school, 12 percent said for a general degree, and eight percent were undecided. Eleven percent gave other reasons.

Seventeen percent of those sampled reported that they had two dependents, 15 percent reported that they had no dependents, 13 percent reported that they had three dependents, 11 percent reported that they had one dependent and 43 percent did not respond. Thirteen percent of those sampled reported that they had attended Everett Community College less than one year, 20 percent reported they had attended EvCC one year, 12 percent reported they had attended EvCC two years, three percent reported they had attended EvCC three years, two percent reported they had attended EvCC four years, one percent reported they had attended

RESULTS (continued)

EvCC five years, one percent reported they had attended EvCC seven years, one percent reported they had attended EvCC eight years. and 46 percent of those sampled did not respond to the question. Twenty-nine percent of those sampled had not used Everett Community College's catalog, while 69 percent had used the catalog.

When the evening students were asked how they think Everett Community College is serving its community, on a scale of one to five, one being excellent and five being poor - 28 percent chose one for excellent, 43 percent chose two for just short of excellent, 19 percent chose three, only two percent chose four - just better than poor, and only two percent chose five (poor).

Twenty-five percent of those sampled were not aware that the college provides financial aids, and 73 percent were aware that financial aids is provided. Eighty-five percent of the evening students sampled are not receiving financial aid from Everett Community College, while 13 percent were receiving financial aid. Thirty-three percent of those sampled said they would like to know more about the availability of financial aids. Twenty-six percent reported that they were attending school on the G. I. Bill. Twenty-five percent of the evening students said they would pay their tuition with a credit card if the school were to accept such a method of payment.

When asked if they were working, 50 percent said they were working full time (40 hrs. or more), 17 percent said they were working part-time (less than 40 hrs.), and 31 percent were not working at all. Eighty-nine percent had never used the college placement office, and 40 percent said they would use the placement services if they were available to the evening students.

Forty-nine percent of the evening students sampled said that the classes they wanted were usually available, 33 percent said the classes they wanted were sometimes available, and nine percent said the classes they wanted were very seldom available. Eighty-one percent of those sampled and 88 percent of those who

RESULTS (continued)

responded to the question reported that they would like to see more classes offered in the evening, while 58 percent of those sampled and 69 percent of those who responded to the question said they would like to see a different selection of classes offered in the evening. Thirty-six percent of those sampled had never talked to an advisor at Everett Community College and 59 percent reported that they had no assigned academic advisor. Twenty-six percent of those sampled were not satisfied with the advising they had received. Sixty-six percent of those sampled reported that they would like to earn a degree at Everett Community College and only 23 percent did not wish to earn a degree.

Sixty-five percent of the evening students sampled had never seen a member of the counseling staff at Everett Community College, while 64 percent of those sampled felt that evening counseling services are needed at EvCC and 52 percent said they would use counseling services if they were available in the evenings.

Eighty-eight percent of the evening students sampled reported that the coffee shop services were adequate to meet their needs. Eighty-one percent said that the library services in the evening were adequate to meet their needs, and 70 percent had used the library. Eighty-nine percent have used the bookstore at Everett Community College, and 64 percent would use the bookstore more if it were open longer in the evening. Fifty-seven percent did not know that EvCC has a math lab and only 11 percent had ever used the math lab. Sixty-three percent did not know there is an English writing lab and only six percent had ever used the English writing lab. Fifty-two percent did not know there is a reading lab at EvCC and 18 percent had used the reading lab. Forty-three percent of those sampled were not aware of the special women's programs at EvCC and 26 percent reported that they would like to participate in the women's programs designed for personal development and growth. Fifty-four percent reported

RESULTS (continued)

that they would like to see special awareness courses offered, designed for men. Forty-seven percent said they were not aware of the minority programs at EvCC. Thirty-five percent reported that they are veterans and 28 percent said they would contact a veterans' representative if he/she were on campus in the evenings. Sixty-six percent of those sampled did not know that Everett Community College has a Community Involvement Program where they could earn non-traditional credits for volunteer work in the community. Only four percent of the evening students sampled had ever participated in the Community Involvement Program and 40 percent said they would like to know more about the program. Twenty-seven percent did not know that the college has a number of clubs. Only four percent had ever belonged to a club at EvCC and 32 percent said they would like to know more about the clubs available at the college. Fifty-one percent were not aware of Everett Community College's new Special Services Program, designed to help students develop basic skills in a variety of areas, and 46 percent said they would like to know more about the Special Services Program.

Eighty-two percent of the evening students reported that they had no contacts with programs provided by student activities and 27 percent of those sampled said that they would like to see more student service activities in the evening. Sixty-nine percent were aware of the college's intramural programs and 24 percent said they would like to know more about the intramural programs. Forty-six percent of the evening students sampled said that they would become involved in some of the programs and activities if they were offered at times more appropriate to the evening students.

For data on how evening students use or would use services which may or may not be available to the evening students see tables 63 and 64 in Appendix D.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to acquire a volume of information from the evening students at Everett Community College which would allow the author to evaluate the evening programs and services and make appropriate recommendations for change. A random sample provided data from 15 percent of the evening student body. The sample consisted of various students from all areas and disciplines. It was hoped that as a result of this research the college would have a better insight into the desires and needs of the evening students and be able to provide the same quality of service to both day and night students.

The percentages quoted in this summary will be percentages based on the total sample unless otherwise stated. For a more detailed look at the data produced by this survey, see the results section of this report and Appendix D.

The average age of the evening students sampled was 28. Seventy-five percent of those sampled were attending evening classes only (classes 6:00 p.m. and after), while 24 percent of those sampled were attending both day and evening classes. The fact that one out of every four students sampled attended school in the day time as well as in the evening would suggest that many of those who are aware of different college programs acquired that knowledge while on campus as a day-time student, whereas most of the college services and offices are only open during regular day-time working hours. This would lead this author to believe that if a sample were to be taken of those students who only attended evening courses, their knowledge and use of college services and programs would even be more limited than the data in this report suggest.

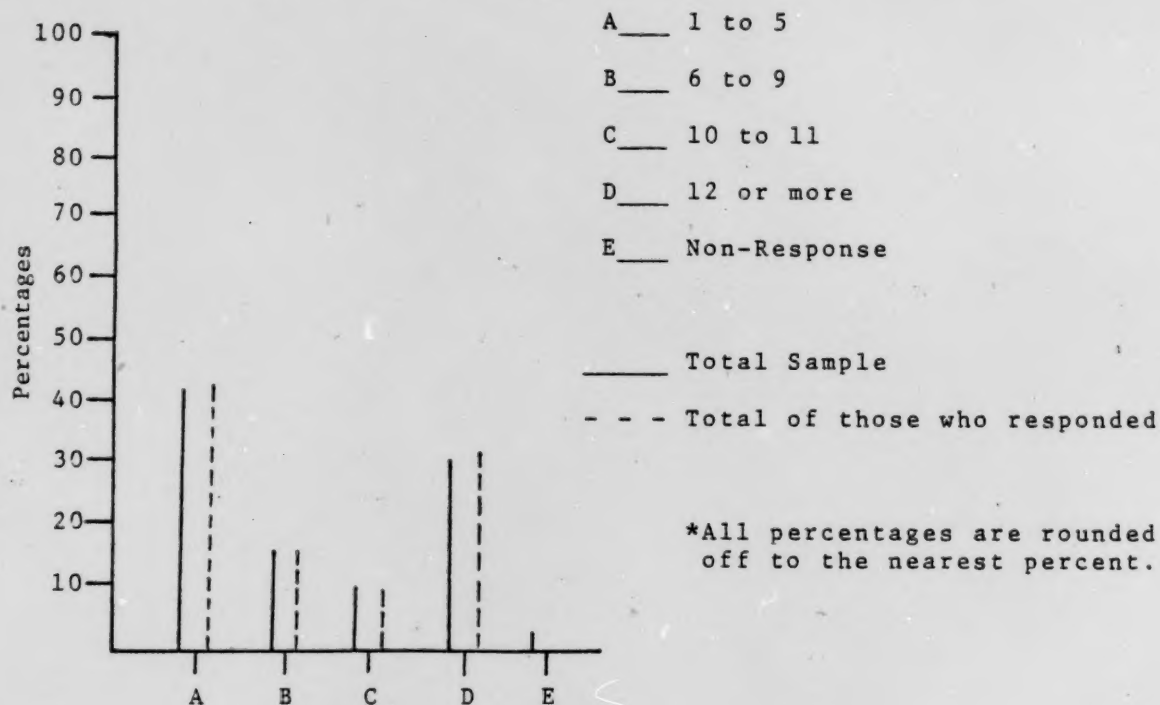
Thirteen percent of those sampled were divorced and three percent were widowed, while ten percent had a disability which affected their schooling or work. It would be interesting to know more about the special needs of these particular individuals.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS (continued)

Of those sampled, most were either taking one to five credits or attending full-time (12 or more credits) with 41 percent taking one to five credits and 32 percent taking 12 or more credits (See Graph 1).

GRAPH 1

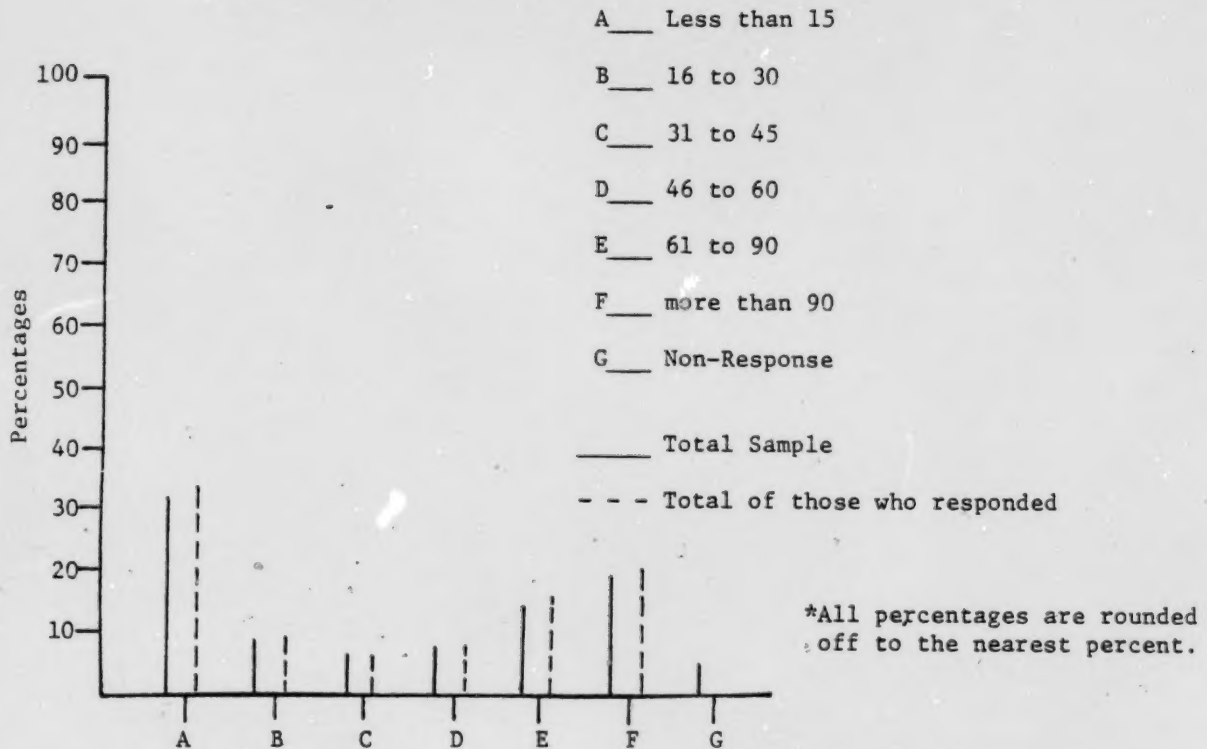
Number of credits evening students took Spring Quarter, 1977



Thirty-two percent had acquired less than 15 credits while 35 percent had accumulated 61 or more credits with 20 percent of the sample having accumulated more than 90 credits. Twenty-one percent of those sampled were attending Everett Community College for the first time (See Graph 2).

GRAPH 2

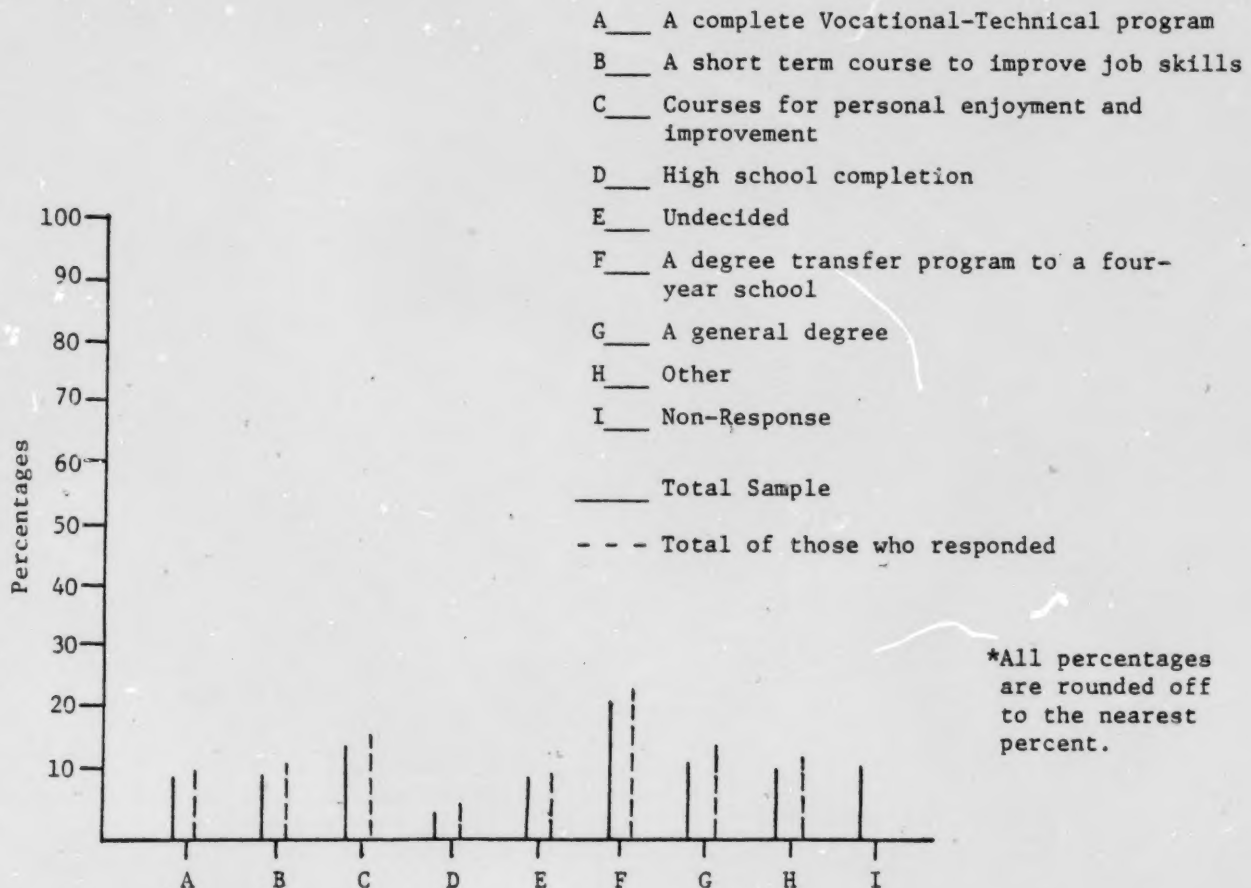
Total credits evening students have accumulated to date (Spring Quarter, 1977)



When asked why they were attending Everett Community College, the answers were as follows: Twenty-one percent desired a degree transfer program to a four-year school, 14 percent desired courses for personal enjoyment and improvement, 12 percent desired a general degree, 10 percent desired a short-term course to improve job skills, nine percent desired a complete Vocational-Technical program, four percent desired a high school completion program, and eight percent were undecided (See Graph 3). The educational needs and desired goals of the evening students at Everett Community College appear to be as diverse as one might expect the day-time students to be. On the basis of common goals alone, it would imply that the evening students would require a similar set of programs and services as do those who attend the college during the day, especially

GRAPH 3

The reason evening students are attending
Everett Community College

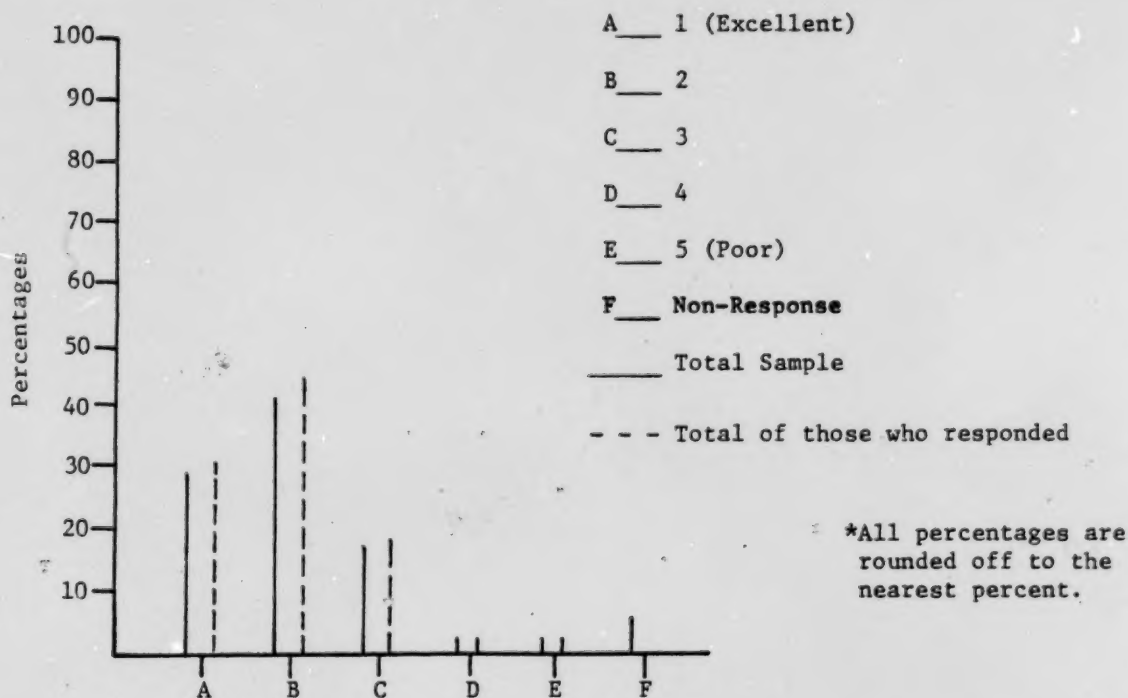


at Everett Community College where there are almost as many evening students as there are day students.

When the evening students were asked how they thought Everett Community College is serving its community on a scale of one to five with one being excellent and five being poor, 71 percent gave the college a score of one or two while only four percent gave the college a score of four or five (See Graph 4). This speaks very strongly for the job Everett Community College is doing

GRAPH 4

How evening students (Spring Quarter, 1977) feel Everett Community College is serving its community



to serve its community and should make the school feel good in that generally speaking they are doing a good job. This is not to suggest that there aren't areas which require considerable reconstruction and development in order to meet the fullest possible productive state for which they were designed, as will probably be displayed within some areas of this report; however, nothing beats having a good solid foundation to build on. It should be remembered this research reveals that many of the evening students are not aware of a good number of the services and programs provided, and therefore can only reflect attitudes of services in accordance with those programs and services they have come in contact with; unless, of course, they are expressing a dissatisfaction because of a lack of service.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS (continued)

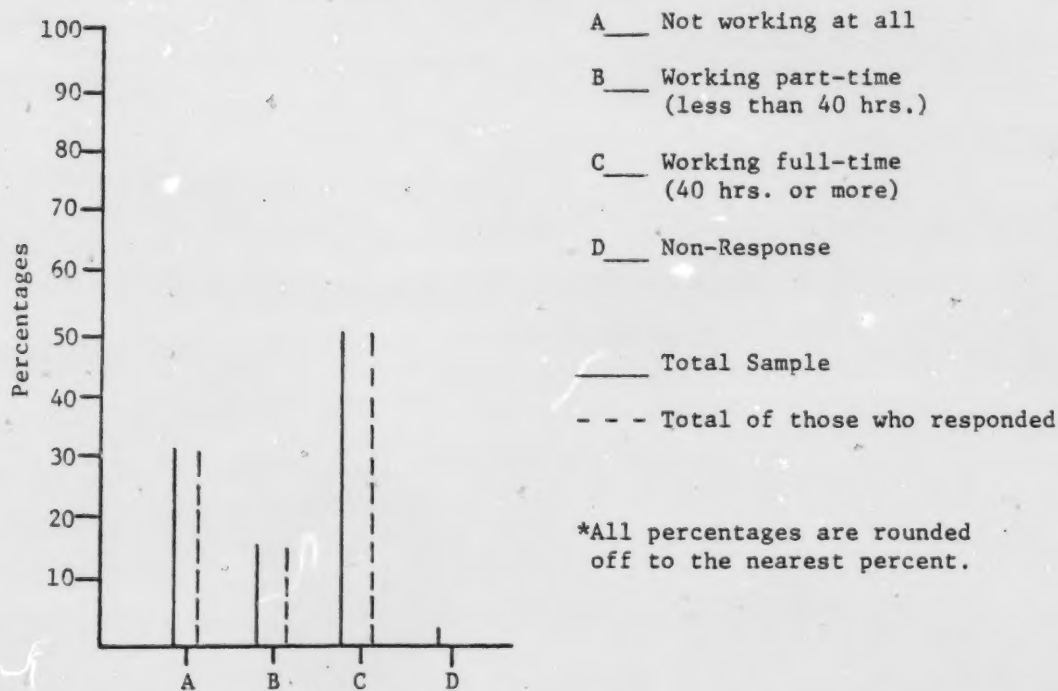
Twenty-five percent of those evening students sampled were not aware that financial assistance is provided on campus. Thirteen percent were receiving financial aids from some source provided by the financial aids program at Everett Community College, and 33 percent said they would like to know more about financial aids at EvCC. Recently, the college has opened its financial aids office one night a week for its evening students. Hopefully, a major effort will be made to make the financial aids programs available more visible to the evening students and, very possibly, allow many to continue to pursue educational goals which they might have otherwise had to abandon. The college is continually making small steps which will eventually add up to big benefits for the evening students. Twenty-six percent of those sampled reported that they were attending school on the G. I. Bill. Twenty-five percent of those sampled reported that they would pay their tuition with a credit card if the school were to accept this method of payment. This would possibly allow many students to register who might otherwise not be able to, especially if registration falls toward the end of the month.

Fifty percent of the evening students sampled were working full-time (40 hrs. or more), 17 percent were working part-time (less than forty hrs.), and 31 percent were not working at all (See Graph 5). As an evening instructor in human relations; it has been this author's observation that even though a large number of these students are currently working, many of them are not satisfied with their present job, and are seeking new occupational goals through the community college system. Only nine percent of the evening students sampled had ever used the College Placement Office, and 40 percent said that they would use the Placement Office services if they were available to the evening students. It is fairly safe to assume that the majority of the nine percent who had used the placement services were probably among those students who also attended day

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS (continued)

GRAPH 5

Whether or not evening students are working



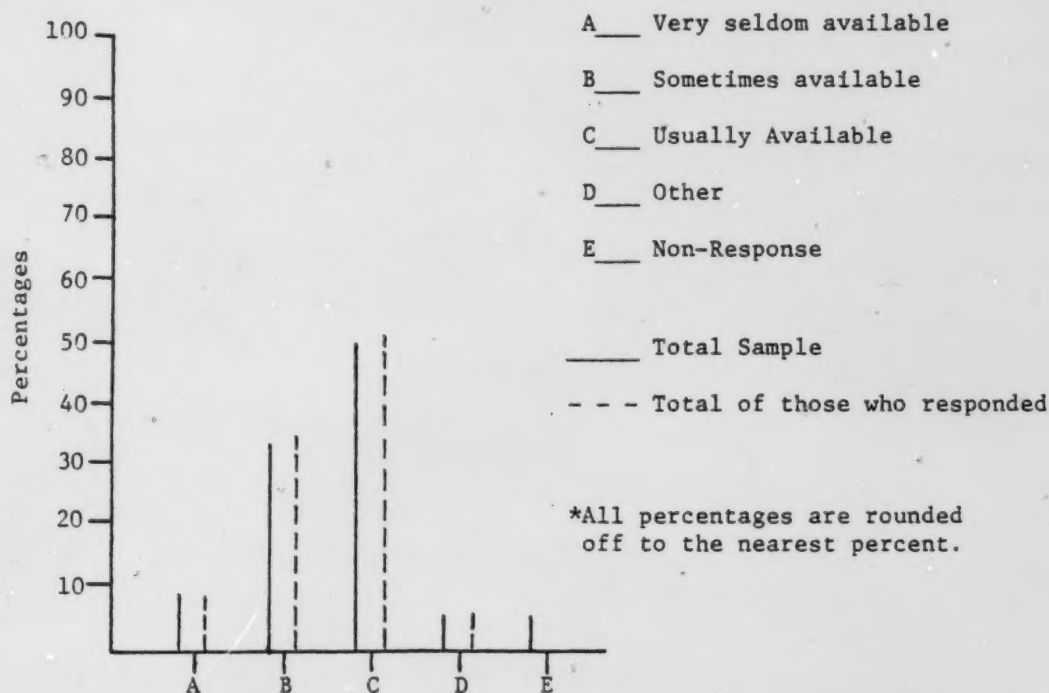
courses as the Placement Office is not open in the evening at the present time. One of the pillars of the educational process is providing society with a vehicle by which its members can become productive to the needs of society and provide for their individual needs at the same time. It would be most unfortunate if those participating in the educational system were not given the opportunity to receive assistance in transferring their newly acquired skills into a productive exchange in society, if indeed that is their goal, merely because they attended night school. The Placement Office is a major service of any educational institution and should be made readily available to all those who participate in the educational system, not just day-time students.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS (continued)

Forty-nine percent of the evening students sampled reported that the classes they wanted were usually available, and nine percent reported that the classes they wanted were very seldom available (See Graph 6). This researcher is led

GRAPH 6

How available classes are to evening students



to believe that many of those evening students who reported that the classes they wanted were usually available were those evening students who also attended day classes, or those who were in a vocational or technical program where the selection of classes was more or less established, e.g., welding, auto mechanics, etc. This observation is supported by the fact that 81 percent of those sampled and 88 percent of those who responded to the question said they would like to see more classes offered in the evening, while 58 percent of those sampled and 69 percent of those who responded to the question said they would like to see a different

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS (continued)

selection of classes offered in the evening. It has been this researcher's observation as an instructor and counselor in the evening program that it is extremely difficult, if not impossible, for evening students to acquire an Associate Arts and Sciences Degree (option II) which would allow them to transfer, as a junior, to the majority of the four-year institutions within Washington State. This is a most unfortunate observation, especially when 21 percent of those sampled reported that they desired a degree transfer program to a four-year school. Sixty-six percent of those sampled and 74 percent of those who responded said that they would like to earn a degree at Everett Community College.

Thirty-six percent of the evening students sampled reported that they had never talked to an advisor at Everett Community College. Fifty-nine percent of those sampled and 62 percent of those who responded to the question reported that they did not have an academic advisor. Twenty-six percent of those sampled and 34 percent of those who responded reported that they were not satisfied with the academic advising they had received at Everett Community College. With advising, which is considered by many to be the core of education, playing such a valuable role in assisting the student to direct his/her education effectively and efficiently, it is most unfortunate that all students do not have a realistic opportunity to gain access to it. It is this researcher's opinion that a great number of students who enter the educational system end up dropping out before they really get started and all too often this is probably due to insufficient and inadequate advising. If the colleges would do more to help keep the students they have, many of them would not have to be out seeking students to fill increasing enrollment gaps, and thus reduce the drastic funding problems which result from decreased enrollment. Hopefully these services will be provided to the students for better reasons than just increasing count: after all, the educational system does have a high level of integrity to maintain at all cost, for if the system were to lose its value, it would have little to offer society. Too many times students get started in college without

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS (continued)

academic advising or are the product of a poor advising system and get in over their heads and end up dropping out before they really get started; especially those who have been out of school for any length of time and would benefit most from some remedial training. Good advising may not guarantee a student success, but it will certainly give most students a much greater opportunity than those who are the product of a poor advising system.

Thirty-two percent of those sampled said that they had seen a member of the counseling staff at Everett Community College. It is most likely that the majority of these evening students so counseled were those who also attended day classes, as the counseling center is not open in the evening. However, during the past year a staff member has been made available to deal with student problems four nights a week. This person is not always a trained counselor. Sixty-four percent of those sampled and 74 percent of those who responded to the question said that they feel evening counseling services are needed at EvCC. Fifty-two percent of those sampled and 59 percent of those who responded to the question said that they would use counseling services if they were available in the evenings. This data clearly indicates that the counseling center should be in operation for the evening students at least on a part-time basis. It is this author's opinion that one of the regular counseling staff should be made available to the evening students on a regular basis and that every attempt should be made to make this counselor visible to the students.

More than 90 percent of those evening students sampled who responded said that the coffee shop and library services were adequate to meet their needs. This indicates that little or nothing in the way of special attention is required at this time to improve these services to the evening students.

Fifty-seven percent of those sampled did not know that EvCC has a math lab and only 11 percent of those sampled had used the math lab. Sixty-three percent of those sampled did not know that Everett Community College has an English writing

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS (continued)

lab and only six percent had ever used the English writing lab. Fifty-two percent of those sampled were not aware that EvCC has a reading lab and only 18 percent of those sampled have ever used the reading lab. These remedial services are an essential part of any well-rounded educational institution's program. However, these services are of little value to evening students if they are not aware of their existence or if the services are not provided in the evening.

Forty-three percent of those sampled were not aware that Everett Community College has special women's programs designed for personal development and growth. Fifty-four percent reported that they would like to see special awareness courses offered, designed for men. It is this author's opinion that in this day and age we have become so encompassed by special women's problems that we as educators have neglected to realize that men also have special needs. This is not to suggest that the women's programs are not well founded, but rather to suggest that some attention be given to the special problems of men and their role in society, which would more than likely have a positive effect on how men relate to women.

Forty-seven percent of those sampled were not aware that EvCC has minority programs. Fifty-one percent said that they were not aware that EvCC has a Special Services Program designed to help students develop basic skills in a number of areas, and 46 percent said they would like to know more about the Special Services Program. Twenty-seven percent were not aware that EvCC has a number of clubs (e.g., German, Ski, Chess, Management Club, etc.). Only four percent belong to clubs and 32 percent said they would like to know more about the clubs available. Sixty-six percent of those sampled were not aware of the Community Involvement Program where they could earn non-traditional credits for volunteer work in the community. Only four percent had ever participated in the Community Involvement Program and 40 percent said that they would like to know more about the program.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS (continued)

If, Indeed, these services have been designed to serve all the students at Everett Community College, it would seem that steps should be taken to make them more visible and available to all the students.

Thirty-five percent of those sampled reported that they were veterans and 28 percent reported that they would contact a veteran's representative if he were available on campus in the evenings.

Eighty-two percent of those sampled reported that they had not had any contact with programs provided by student activities and 27 percent said they would like to see more student services activities in the evening. Twenty-seven percent were not aware of the college's intramural programs, and only three percent had ever participated in the intramural programs, while 24 percent would like to know more about the intramural programs. Forty-six percent of those sampled and 50 percent of those who responded said that they would become involved in some of the programs and activities if they were offered at times more appropriate to evening students. It would appear that student activities program could consider some modification in their program scheduling which would allow more evening students to participate.

As can be observed by tables 63 and 64, large numbers of evening students are not aware of most services that are available to the evening students, and several services which are not presently available in the evening would receive considerable use from the evening students.

In light of the way the evening classes are scheduled and the fact that many evening students do not attend school every night, this author would suggest that most evening services be offered at least two nights a week, e.g., Monday and Tuesday, or Wednesday, and Thursday. This would hopefully allow a larger

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS (continued)

number of students to have access to services provided, especially those who must travel considerable distances to attend classes.

Based on the results of this report and the review of current literature, the author has made the following recommendations:

1. A condensed version of this survey should be conducted at least every three years to assure that the college programs and services are keeping pace with the needs of the students.
2. Everett Community College should make it more practical and easy for an evening student to achieve an Associate Arts and Sciences (option II) transfer degree.
3. Wherever possible Everett Community College should assure that the evening students have access to the same programs and services as day students receive, based on the expressed needs of the students.
4. The college should make every effort to make the financial aids department more visible and available to the evening students.
5. The college should consider providing financial aids and other services at least two nights a week, as many evening students do not attend school every night.
6. The college should provide placement services for the evening students in the evening. The College Placement Office should be open at least two nights a week.
7. Everett Community College should attempt to offer more courses in the evening, with different selection in accordance with the needs of the evening students.
8. Steps should be taken by the college to establish a formal advising program for the evening students.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS (continued)

9. Everett Community College should have its counseling center open at least two nights a week with at least one regular counselor on duty to serve the evening students.
10. Efforts should be made to make the counseling services more visible to the evening students.
11. Everett Community College should offer a series of courses designed for the personal growth and development of men.
12. The college should have a veterans representative on campus at least one night a week.
13. Remedial programs should be made more visible to the evening students.
14. Student Activities should consider re-scheduling activities, which would possibly allow a greater number of evening students to participate.
15. The college should make every attempt to make the evening students more aware of the programs and services available to them.
16. Everett Community College should seriously consider accepting credit cards for payment of tuition.

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APPENDIX A

Questionnaire

INFORMATION SURVEY - EVENING STUDENTS

The following questionnaire is designed for information purposes and under no circumstances will any one individual's name be used in the final tabulation of this report. Feel free to leave any questions blank which you consider to be an invasion of your privacy. Please be sure and answer all questions as sincerely as possible with the assurance that your answers will be treated with the strictest confidence.

COURSE _____

I. GENERAL INFORMATION

1. At the present time you are attending:

_____ Evening classes only (class 6:00 p.m. & after)
_____ Day and Evening classes

2. Sex:

_____ Male
_____ Female

3. Age: _____

4. Marital Status:

_____ Married _____ Single _____ Divorced _____ Widowed

5. Do you currently have any form of disability which affects your schooling or work:

_____ Yes _____ No

6. Number of credits taking this quarter:

_____ 1 to 5 _____ 6 to 9 _____ 10 to 11 _____ 12 or more

7. Total credits accumulated to date:

_____ less than 15 _____ 16 to 30 _____ 31 to 45 _____ 46 to 60 _____ 61 to 90
_____ more than 90

8. Number of quarters attended EvCC (including this quarter):

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ or more

9. You are presently attending Everett Community College for:

_____ A complete Vocational-Technical program
_____ A short term course to improve job skills
_____ Courses for personal enjoyment and improvement
_____ High school completion
_____ Undecided
_____ A degree transfer program to a four-year school
_____ A general degree
_____ Other

10. Number of dependents:

☐ None ☐ 1 ☐ 2 ☐ 3 ☐ 4 or more

11. Have you used the Everett Community College Catalog?

☐ Yes ☐ No

12. For how many years have you been going to EvCC?

☐ Less than one year

☐ 1 year

☐ 2 years

☐ 3 years

☐ 4 years

☐ 5 years

☐ 6 years

☐ 7 years

☐ 8 years

☐ more than eight years

13. How do you think Everett Community College is serving its community. Service is:

☐ 1 (Excellent) ☐ 2 ☐ 3 ☐ 4 ☐ 5 (Poor)

II. FINANCIAL AIDS

14. Are you aware that financial assistance is provided on campus?

☐ Yes ☐ No

15. Are you receiving financial aid from some source provided by the financial aids program at Everett Community College?

☐ Yes ☐ No

16. Would you like to know more about financial aids?

☐ Yes ☐ No

17. Are you attending school on the G.I. Bill?

☐ Yes ☐ No

18. Would you pay your tuition with a credit card if the school were to accept them?

☐ Yes ☐ No

III. PLACEMENT

19. You are presently:

☐ not working at all

☐ working part-time (less than 40 hrs.)

☐ working full-time (40 hrs. or more)

20. Have you ever used the placement office (campus employment office) at EvCC?

☐ Yes ☐ No

21. Would you use placement services if they were available to the evening students?

☐ Yes ☐ No

IV. REGISTRATION

22. The classes you want are:

- ☐ very seldom available
☐ sometimes available
☐ usually available
☐ other _____

23. Have you ever talked to an advisor here at EvCC?

☐ Yes ☐ No

24. Do you have an assigned academic advisor?

☐ Yes ☐ No

25. Are you satisfied with the academic advising you've received at EvCC? (i.e. assistance with class selection and goal achievement.)

☐ Yes ☐ No

26. Would you like to see more classes offered in the evening?

☐ Yes ☐ No

27. Would you like to see a different selection of classes offered in the evening?

☐ Yes ☐ No

If "Yes" -- kinds of courses: _____

28. Would you like to earn a degree at EvCC?

☐ Yes ☐ No

V. COUNSELING: (i.e. personal or school related problems)

29. Have you ever seen a member of the counseling staff at EvCC?

☐ Yes ☐ No

30. Do you think evening counseling services are needed at EvCC?

☐ Yes ☐ No

31. Would you use counseling services if they were available in the evenings?

☐ Yes ☐ No

VI. GENERAL SERVICES

32. Are the coffee shop services adequate to meet your needs?

☐ Yes ☐ No

33. Are the library services in the evening adequate to meet your needs?

☐ Yes ☐ No

34. Have you used the library at EvCC?
____ Yes ____ No
35. Have you used the bookstore at EvCC?
____ Yes ____ No
36. Would you use the bookstore if it were open more in the evening?
____ Yes ____ No
37. Do you know there is a math lab?
____ Yes ____ No
38. Have you ever used the math lab?
____ Yes ____ No
39. Do you know there is an English writing lab?
____ Yes ____ No
40. Have you ever used the English writing lab?
____ Yes ____ No
41. Do you know there is a reading lab?
____ Yes ____ No
42. Have you ever used the reading lab?
____ Yes ____ No
43. Are you aware that there are special womens programs at EvCC?
____ Yes ____ No
44. Would you like to participate in the womens programs designed for personal development and growth?
____ Yes ____ No
45. Would you like to see special awareness courses offered, designed for men?
____ Yes ____ No
46. Are you aware that there are minority programs at EvCC?
____ Yes ____ No
47. Are you a Veteran?
____ Yes ____ No

48. Would you contact a veterans representative if he/she were on campus in the evenings?
____ Yes ____ No
49. Do you know EvCC has a Community Involvement program where you can earn non-traditional credits for volunteer work in the community?
____ Yes ____ No
50. Have you ever participated in the Community Involvement Program?
____ Yes ____ No
51. Would you like to know more about the Community Involvement Program?
____ Yes ____ No
52. Do you know that EvCC has a number of clubs? (i.e. German, Ski, Chess, Management Club, etc.)
____ Yes ____ No
53. Do you belong to any clubs at EvCC?
____ Yes ____ No
54. Would you like to know more about the clubs available?
____ Yes ____ No
55. Are you aware that EvCC has a new special services program designed to help students develop basic skills in a number of areas? (i.e. note taking, study skills, etc.)
____ Yes ____ No
56. Would you like to know more about EvCC's special services program?
____ Yes ____ No

VII. STUDENT ACTIVITIES

57. Have you had any contacts with programs provided by student activities?
____ Yes ____ No
58. Would you like to see more student services activities in the evening?
____ Yes ____ No (Examples: _____)
59. Are you aware that EvCC has a number of intramural programs for its students? (i.e. Basketball, Baseball, Volleyball, Chess, Football, etc.)
____ Yes ____ No
60. Have you ever participated in any of the intramural programs at EvCC?
____ Yes ____ No

61. Would you like to know more about the intramural programs?

____ Yes ____ No

62. Would you become involved in some of the programs and activities (i.e. films, lectures, campus social events, student government, athletic events, outdoor recreation, etc.) if they were offered at times more appropriate to evening students?

____ Yes ____ No

SERVICES AVAILABLE	Check if aware of service	DEGREE OF USE			
		Frequent	Occasionally	No Need	Possible Future Need
1. Admissions/Registrars Office					
2. Athletic Events					
3. Bookstore					
4. Academic Advising (i.e. course selection)					
5. Counseling (some evenings)					
6. College Playhouse Productions					
7. Food Services (Cafeteria)					
8. Reading Lab					
9. Library					
10. Lounge					
11. Lecture Series (Guest Speakers)					
12. Film Series					
13. Pool/Foosball Tables					
14. Testing Center (G.E.D., Aptitude, Etc.)					
15. Concerts					
16. Campus Social Events					
17. Intramural Activities					
18. Athletic Events					
19. Outdoor Recreation					
20. Special Services Program					
21. Dances					
22. Chicano Center					
23. TV Room					
24. Student Government (1 night a week)					
25. Financial Aids (1 night a week)					

SERVICES NOT CURRENTLY AVAILABLE	I WOULD USE			
	Frequently	Occasionally	No Need	Possible Future
1. Counseling Center				
2. Health Services				
3. Information Center				
4. Job Placement (off campus)				
5. Job Placement (on campus)				
6. Writing Lab (English)				
7. Business Office				
8. Veterans Office				
9. Women's Programs (Brown Bag Seminar)				
10. Math Lab				
11. Administrative Offices				
12. Day Care Facility				
13. Dean of Students Office				
14. Minority Affairs Office				
15. Visitation by 4-Yr. College Reps.				

APPENDIX B

List of Classes Randomly Selected From the EvCC Evening Program
to Participate in this Survey

(TABLE 1)

TABLE 1

CLASSES SAMPLED

ACCOUNTING

0158-201 Principles of Accounting *S 5 MTWTh 5:50-6:50 113 Buck

0185-256 Intermediate Accounting Theory II *S 5 TTh 7-9:30 252 Knudson

ALLIED HEALTH

1160-25 Coronary Care *S 5 TTh 6-8:30 604 Fyfe

ART

0734-110 Design *S 4 TTh 7-10 409 Causey

0782-272 Ceramics *S 2 T 6-10 405 Scott

BIOLOGY

1420-100 Principles of Biology *S 4 MW 7-10 308 Buckridge

COMMUNICATIONS DEVELOPMENT

2030-94 Developmental Reading *S 3 M 7-9:30 P9 Erickson

COMMUNITY SERVICE PHOTOGRAPHY

7011-115 Basic Photography *T 3 Th 6-10 606 Bullis

CONSTRUCTION METHODS

2220-101 Construction Methods *S 5 MW 6:30-9:30 502 Herrmann/Magee

ENGINEERING

3320-109 Engineering Orientation *S 2 T 7-10 712 Utela

3460-208 Housing Inspection Residential Code *S 3 W 7-10 711 Sanford

ENGLISH

3505-20 English for the Foreign Born *S 5 MW 7-9:30 P2 Hild

3545-101 College Writing *S 5 TTh 7-9:30 P1B Day

GENERAL BUSINESS

4156-163 Negotiable Instruments *T 5 7-10 Mnnulhill

4171-201 Statistical Analysis *S 5 MW 7-9:30 202 Killingstad

4178-220 Business Law *S 5 TTh 7-9:30 257 Johnston

GERMAN

4420-151 Beginning Conversation *S 2 Th 7-9 PLA Scott

HOME ECONOMICS

4715-19 Upholstery *S 2 M 7-9:50 3rd & Cedar, Marysville Johnston

HUMAN RELATIONS

7625-110 Life Planning & Career Choice *S 3 M 7-10 103 Palmer

JAPANESE

5310-151 Beginning Conversation *S 2 T 7-9 259 Kakiuchi

MATH

5325-11 Elementary Arithmetic *S 5 MTWTh 5:50-6:50 701 White

5885-21 Programmed Elementary Algebra *S 5 MTWTh 5:50-6:50 701 White

5931-27 Elementary Algebra *S TTh 7-9:30 204 Torseth

5955-35 The Pocket Calculator *S 1 Th 6-7 202 Hyman

5989-281 Elements of Statistics *S 5 MW 7-9:30 202 Killingstad

MUSIC

6423-100 Fundamentals of Music *S 5 MW 7-9:30 211 Wahlstrom

PHYSICAL EDUCATION

7135-33 Family Swim *S 1 T 7-9 Pool Sprague

7155-101 Standard First Aid & Personal Safety *S 3 T 7-9:30 952 Farlar

PHYSICAL EDUCATION (continued)

7215-125 Beginning Hatha Yoga *S 1 M 5:30-7:30 952 Jensen
7225-130 Beginning Swimming *S 1 W 7-9 Pool, Knudson
7235-132 Competitive Swimming *S 2 MTWTh 5-6 Pool, Sprague
7258-156 Individual Development *S 2 TTh 6:30-8:00 901 Sprague

PSYCHOLOGY

8035-203 Human Growth & Development *S 5 MW 7-9:30 114 Deitz

SECRETARIAL

8305-100 Fundamentals of Typewriting *S 3 MW 7-9:30 110 Bussell

WELDING

9612-152 Introduction to Welding II *S 5 MTWTh 6-7:15 505 Noreen
9635-191 Arc Welding I *S 4 MW 7:15-10:15 506 Owens
9645-192 Arc Welding II *S 4 MW 7:15-10:15 506 Owens
9655-194 GMAW(MG) *S 4 MW 7:15-10:15 506 Owens

NOTE: For interpretation of symbols in course listings, see Everett Community College class schedule (Spring Quarter, 1977). Everett Community College is located at 801 Wetmore Avenue, Everett, Washington 98201 (Phone: (206)-659-4848).

APPENDIX C

Directions Given to Students Participating
Information Letter to the Instructor

DIRECTIONS

The purpose of this survey is to supply Everett Community College with some needed information which will enable the college to better serve future evening students here at Everett Community College; this includes you. If you answer the following questions conscientiously and sincerely, you will assist Everett Community College in becoming a more effective and productive institution.

Your answers to these questions will be maintained in the strictest confidence, and under no circumstances will any individual's name be used in the final accumulation of this report. Be sure to read each question carefully and select the answer that best reflects your position.

There are no right or wrong answers to this questionnaire. Take as much time as you need and be sure to respond to all of the questions.

When you've completed your questionnaire, lay your pencil down on top of it so the administrator will know you've finished. Please do not talk until all have finished. The administrator will collect the questionnaire. Thank you for your cooperation.

TO: (Name of Instructor)

FROM: Jim Thompson

DATE: March 7, 1977

SUBJECT: INFORMATION SURVEY - EVENING STUDENTS

This is the survey which was referred to in an earlier memo. Please administer it to your class this week at your convenience and return the completed surveys with any left over copys to the switchboard or give them to Staff Services for Jim Thompson. If your class only meets one night a week please try and administer it that night so they will be completed this week. It would be appreciated if, (when possible), you could return them tonight or tomorrow as the blanks may be needed for other classes.

Included is a copy of directions to be read to the students so that all those who participate will have the same instructions. If you wish to have any discussion with the class please do it after the surveys have been completed so as not to have any external influence on their answers. I should take approximately 15 minutes for the students to complete this survey instrument.

Thank you very much for your cooperation, it is greatly appreciated.

Sincerely;

James R. Thompson
Veterans Outreach Coordinator
Vocational Counselor

STW

APPENDIX D

Data Tables for Results Section

TABLE 2

Whether or not evening students were attending both
day and evening classes or just evening classes

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. At the present time you are attending:		
A) Evening classes only (class 6:00 p.m. and after)	75	75
B) Day and Evening classes	24	25
C) Non-Responses	1	

TABLE 3

Male, Female breakdown of those sampled

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Sex:		
A) Male	56	56
B) Female	44	44

TABLE 4

Evening students marital status

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Marital Status:		
A) Married	54	54
B) Single	30	30
C) Divorced	13	13
D) Widowed	3	3
E) Non-Response	1	

TABLE 5

Whether or not evening students had a disability
which affected their schooling or work

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Do you currently have any form of disability which affects your schooling or work:		
A) Yes	10	10
B) No	89	90
C) Non-Response	1	

TABLE 6

Number of credits evening students were
taking, Spring Quarter 1977

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Number of credits taking this quarter:		
A) 1 to 5	41	42
B) 6 to 9	15	15
C) 10 to 11	10	10
D) 12 or more	32	33
E) Non-Response	3	

TABLE 7

Total number of credits evening students
had accumulated to date

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Total credits accumulated to date:		
A) less than 15	32	34
B) 16 to 30	10	11
C) 31 to 45	8	8
D) 46 to 60	10	10
E) 61 to 90	15	16
F) more than 90	20	21
G) Non-Response	6	

TABLE 8

Number of quarters evening students had attended
EvCC (including Spring Quarter, 1977)

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Number of quarters attended EvCC (including this quarter):		
A) 1	21	25
B) 2	19	23
C) 3	10	12
D) 4	7	8
E) 5	10	12
F) 6	6	7
G) 7	5	5
H) 8	4	5
I) 9	2	2
J) Non-Response	16	

TABLE 9

Reasons evening students are attending
Everett Community College

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. You are presently attending Everett Community College for:		
A) A complete Vocational-Technical program	9	10
B) A short term course to improve job skills	10	12
C) Courses for personal enjoyment and improvement	14	16
D) High school completion	4	5
E) Undecided	8	9
F) A degree transfer program to a four- year school	21	23
G) A general degree	12	14
H) Other	11	13
I) Non-Response	11	

TABLE 10

Number of dependents evening students have

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Number of dependents:		
A) None	15	27
B) 1	11	20
C) 2	17	30
D) 3	13	23
E) 4 or more	0	0

TABLE 11

Whether or not evening students had read
Everett Community College's catalog

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Have you used the Everett Community College Catalog?		
A) Yes	69	70
B) No	29	30
C) Non-Response	2	

TABLE 12

Number of years evening students have been
attending Everett Community College

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. For how many years have you been going to EvCC?		
A) Less than one year	13	24
B) 1 year	20	38
C) 2 years	12	23
D) 3 years	3	6
E) 4 years	2	3
F) 5 years	1	2
G) 6 years	0	0
H) 7 years	1	2
I) 8 years	1	2
J) more than eight years	0	0

TABLE 13

How evening students feel Everett Community
College is serving its Community

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. How do you think Everett Community College is serving its community. Service is:		
A) 1 (Excellent)	28	30
B) 2	43	46
C) 3	19	21
D) 4	2	2
E) 5 (Poor)	2	2
F) Non-Response	6	

TABLE 14

Whether or not evening students are aware that
financial assistance is provided on campus

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Are you aware that financial assistance is provided on campus?		
A) Yes	73	75
B) No	25	25
C) Non-Response	2	

TABLE 15

Whether or not evening students were receiving any financial
assistance through the financial aids office at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Are you receiving financial aid from some source provided by the financial aids program at Everett Community College?		
A) Yes	13	13
B) No	85	87
C) Non-Response	2	

TABLE 16

Whether or not the evening students would
like to know more about financial aids

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you like to know more about financial aids?		
A) Yes	33	35
B) No	63	65
C) Non-Response	4	

TABLE 17

Whether or not evening students are
attending school on the G.I. Bill

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Are you attending school on the G.I. Bill?		
A) Yes	26	27
B) No	71	73
C) Non-Response	2	

TABLE 18

Whether or not evening students would pay tuition with
a credit card if the school were to accept them

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you pay your tuition with a credit card if the school were to accept them?		
A) Yes	25	26
B) No	70	73
C) Non-Response	4	

TABLE 19

The working status of the evening students

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. You are presently:		
A) not working at all	31	31
B) working part-time (less than 40 hrs.)	17	17
C) working full-time (40 hrs. or more)	50	51
D) Non-Response	2	

TABLE 20

Whether or not evening students have used
the campus placement office

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Have you ever used the placement office (Campus employment office) at EvCC?		
A) Yes	9	9
B) No	89	91
C) Non-Response	2	

TABLE 21

Whether or not evening students would use placement
services if they were made available

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you use placement services if they were available to the evening students?		
A) Yes	40	43
B) No	52	57
C) Non-Response	8	

TABLE 22

The availability of classes evening students want to take

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. The classes you want are:		
A) very seldom available	9	9
B) sometimes available	33	34
C) usually available	49	51
D) other	5	5
E) Non-Response	5	

TABLE 23

Whether or not evening students have ever
talked to an advisor at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Have you ever talked to an advisor here at EvCC?		
A) Yes	61	62
B) No	36	37
C) Non-Response	3	

TABLE 24

Whether or not evening students had
an assigned academic advisor

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Do you have an assigned academic advisor?		
A) Yes	37	38
B) No	59	62
C) Non-Response	4	

TABLE 25

Whether or not evening students are satisfied with
the academic advising they've received at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Are you satisfied with the academic advising you've received at EvCC? (i.e. assistance with class selection and goal achievement.)		
A) Yes	51	66
B) No	26	34
C) Non-Response	23	

TABLE 26

Whether or not evening students would like
to see more classes offered in the evening

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you like to see more classes offered in the evening?		
A) Yes	81	88
B) No	11	12
C) Non-Response	8	

TABLE 27

Whether or not evening students would like to see
a different selection of classes in the evening

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you like to see a different selection of classes offered in the evening?		
A) Yes	58	69
B) No	26	31
C) Non-Responses	16	

TABLE 28

Whether or not evening students would
like to earn a degree at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you like to earn a degree at EvCC?		
A) Yes	66	74
B) No	23	26
C) Non-Response	12	

TABLE 29

Whether or not evening students had ever
seen a member of the counseling staff at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Have you ever seen a member of the counseling staff at EvCC?		
A) Yes	32	33
B) No	65	67
C) Non-Response	3	

TABLE 30

Whether or not evening students think evening
counseling services are needed at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Do you think evening counseling services are needed at EvCC?		
A) Yes	64	74
B) No	22	26
C) Non-Response	14	

TABLE 31

Whether or not evening students would use counseling
services if they were available in the evenings

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you use counseling services if they were available in the evenings?		
A) Yes	52	59
B) No	36	41
C) Non-Response	12	

TABLE 32

Whether or not evening students feel coffee shop
services are adequate to meet their needs

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Are the coffee shop services adequate to meet your needs?		
A) Yes	88	92
B) No	7	8
C) Non-Response	5	

TABLE 33

Whether or not evening students feel library services
in the evening are adequate to meet their needs

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Are the library services in the evening adequate to meet your needs?		
A) Yes	81	91
B) No	8	9
C) Non-Response	12	

TABLE 34

Whether or not evening students have used the library at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Have you used the library at EvCC?		
A) Yes	70	74
B) No	25	26
C) Non-Response	4	

TABLE 35

Whether or not evening students have used the bookstore at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Have you used the bookstore at EvCC?		
A) Yes	89	92
B) No	8	8
C) Non-Response	4	

TABLE 36

Whether or not evening students would have
used the bookstore at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you use the bookstore if it were open more in the evening?		
A) Yes	64	70
B) No	27	30
C) Non-Response	9	

TABLE 37

Whether or not evening students know
there is a math lab at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Do you know there is a math lab?		
A) Yes	38	40
B) No	57	60
C) Non-Response	5	

TABLE 38

Whether or not evening students have
ever used the math lab at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Have you ever used the math lab?		
A) Yes	11	11
B) No	85	89
C) Non-Response	5	

TABLE 39

Whether or not evening students know
there is an English writing lab at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Do you know there is an English writing lab?		
A) Yes	32	34
B) No	63	66
C) Non-Response	5	

TABLE 40

Whether or not evening students have
ever used the English writing lab

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Have you ever used the English writing lab?		
A) Yes	6	6
B) No	89	94
C) Non-Response	5	

TABLE 41

Whether or not evening students know
there is a reading lab at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Do you know there is a reading lab?		
A) Yes	43	45
B) No	52	55
C) Non-Response	5	

TABLE 42

Whether or not evening students have
ever used the reading lab

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Have you ever used the reading lab?		
A) Yes	18	19
B) No	76	81
C) Non-Response	5	

TABLE 43

Whether or not evening students are aware that
there are special womens programs at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Are you aware that there are special womens programs at EvCC?		
A) Yes	52	55
B) No	43	45
C) Non-Response	5	

TABLE 44

Whether or not evening students would like to participate in the women's programs designed for personal development and growth

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you like to participate in the women's programs designed for personal development and growth?		
A) Yes	26	30
B) No	61	70
C) Non-Response	12	

TABLE 45

Whether or not evening students would like to see special awareness courses offered, designed for men

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you like to see special awareness courses offered, designed for men?		
A) Yes	54	64
B) No	30	36
C) Non-Response	16	

TABLE 46

Whether or not evening students are aware
of the minority programs at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Are you aware that there are minority programs at EvCC?		
A) Yes	46	50
B) No	47	50
C) Non-Response	6	

TABLE 47

Whether or not evening students are veterans

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Are you a Veteran?		
A) Yes	35	37
B) No	60	63
C) Non-Response	4	

TABLE 48

Whether or not evening students would contact a veteran's representative if he/she were on campus in the evenings

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you contact a veterans representative if he/she were on campus in the evening?		
A) Yes	28	31
B) No	61	69
C) Non-Response	11	

TABLE 49

Whether or not evening students are aware of the Community Involvement program at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Do you know EvCC has a Community Involvement program where you can earn non-traditional credits for volunteer work in the community?		
A) Yes	31	32
B) No	66	68
C) Non-Response	3	

TABLE 50

Whether or not evening students have ever participated
in the Community Involvement Program

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Have you ever participated in the Community Involvement Program?		
A) Yes	4	4
B) No	92	96
C) Non-Response	3	

TABLE 51

Whether or not evening students would like to know
more about the Community Involvement Program

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you like to know more about the Community Involvement Program?		
A) Yes	40	43
B) No	54	57
C) Non-Response	6	

TABLE 52

Whether or not evening students know that
EvCC has a number of clubs

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Do you know that Evcc has a number of clubs? (i.e. German, Ski, Chess, Management Club, etc.)		
A) Yes	70	72
B) No	27	28
C) Non-Response	3	

TABLE 53

Whether or not evenings students belong
to any clubs at EvCC

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Do you belong to any clubs at EvCC?		
A) Yes	4	4
B) No	93	96
C) Non-Response	3	

TABLE 54

Whether or not evening students would like
to know more about the clubs available

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you like to know more about the clubs available?		
A) Yes	32	34
B) No	63	66
C) Non-Response	5	

TABLE 55

Whether or not evening students are aware
of EvCC's Special Services Program

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Are you aware that EvCC has a new special services program designed to help students develop basic skills in a number of areas? (i.e. note taking, study skills, etc.)		
A) Yes	44	46
B) No	51	54
C) Non-Response	4	

TABLE 56

Whether or not evening students would like to
know more about the Special Services Program

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you like to know more about EvCC's special services program?		
A) Yes	46	50
B) No	47	50
C) Non-Response	7	

TABLE 57

Whether or not evening students have had contact
with programs provided by student activities

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Have you had any contacts with programs provided by student activities?		
A) Yes	15	15
B) No	82	85
C) Non-Response	4	

TABLE 58

Whether or not evening students would like to see
more student services activities in the evening

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you like to see more student services activities in the evening?		
A) Yes	27	33
B) No	54	67
C) Non-Response	19	

TABLE 59

Whether or not evening students are aware that
EvCC has a number of intramural programs

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Are you aware that EvCC has a number of intramural programs for its stu- dents? (i.e. Basketball, Baseball, Volleyball, Chess, Football, etc.)		
A) Yes	69	72
B) No	27	28
C) Non-Response	5	

TABLE 60

Whether or not evening students have ever participated
in any of the intramural programs

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Have you ever participated in any of the intramural programs at EvCC?		
A) Yes	3	4
B) No	93	96
C) Non-Response	4	

TABLE 61

Whether or not evening students would like to know
more about the intramural programs

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you like to know more about the intramural programs?		
A) Yes	24	26
B) No	68	74
C) Non-Response	8	

TABLE 62

Whether or not evening students would become involved
in programs and activities, if they were
offered at more appropriate times

ITEM SELECTION	PERCENT OF TOTAL SAMPLE	PERCENT WHO RESPONDED
1. Would you become involved in some of the programs and activities (i.e. films, lectures, campus social events, student government, athletic events, outdoor recreation, etc.) if they were offered at times more appropriate to evening students?		
A) Yes	46	50
B) No	46	50
C) Non-Response	9	

TABLE 63

Evening students knowledge of services and their degree of use

ITEM SELECTION	DEGREE OF USE											
	A	B	C	D	E	F	G	H	I	J	K	L
SERVICES AVAILABLE	Check if aware of service				Frequent		Occasionally		No Need		Possible Future Need	
1. Admissions/Registrars Office	72	28	10	14	8	11	47	65	4	5	3	5
2. Athletic Events	56	44	11	20	2	3	8	14	27	48	8	15
3. Bookstore	69	31	10	14	16	24	40	57	2	3	2	2
4. Academic Advising (i.e., course selection)	55	45	10	17	3	5	23	42	10	17	10	19
5. Counseling (some evenings)	45	55	9	20	1	2	11	25	13	29	11	24
6. College Playhouse Productions	51	49	9	18	3	5	10	20	19	37	10	21
7. Food Services (Cafeteria)	66	34	9	14	26	40	23	35	5	8	2	2
8. Reading Lab	41	59	8	20	4	9	7	17	15	36	7	17
9. Library	64	36	8	12	14	21	31	48	5	7	7	10
10. Lounge	60	40	8	14	13	22	22	38	12	20	4	7
11. Lecture Series (Guest Speakers)	44	56	6	14	1	2	14	32	10	23	13	29
12. Film Series	45	55	6	14	2	4	12	26	12	27	13	28
13. Pool/Foosball Tables	59	41	10	16	4	7	10	16	32	53	5	8
14. Testing Center (G.E.D., Aptitude, Etc.)	39	61	7	17	0	1	3	9	22	56	7	17
15. Concerts	44	56	7	16	2	4	13	28	10	23	13	29
16. Campus Social Events	41	59	8	19	0	1	7	17	19	46	7	17
17. Intramural Activities	45	55	7	16	1	1	4	9	24	54	9	19
18. Athletic Events	50	50	9	18	2	3	7	14	21	42	11	22
19. Outdoor Recreation	43	57	9	20	0	1	6	14	14	34	13	30
20. Special Services Program	32	68	5	16	1	2	4	12	14	43	8	27
21. Dances	46	54	8	18	2	3	8	17	23	49	6	13
22. Chicano Center	23	77	3	12	0	0	0	1	19	81	1	6
23. TV Room	51	49	9	17	1	2	17	33	21	42	4	7
24. Student Government (1 night a week)	28	72	3	12	0	0	1	5	20	71	3	12
25. Financial Aids (1 night a week)	34	66	6	17	1	3	4	11	17	49	7	20

- A) Total of those aware who responded
 B) Total of those not aware
 C) Percent of total aware not responding
 D) Percent of total aware responding
 E) Percent of total (Frequent).
 F) Percent of those who responded (Frequent)

- G) Percent of total (Occasionally)
 H) Percent of those who responded (Occasionally)
 I) Percent of total (No Need)
 J) Percent of those who responded (No Need)
 K) Percent of total (Possible Future Need)
 L) Percent of those who responded (Possible Future Need)

NOTE: A + B = 100 percent
 B + C + E + G + I + K = 100 percent
 D + F + H + J + L = 100 percent

* All percentages were rounded off to the nearest point.

TABLE 64

How often students would use services not currently available
if they were made available in the evening

ITEM SELECTION	I WOULD USE									
	A	B	C	D	E	F	G	H	I	J
	% Responded	% Non-Responses	Frequently		Occasionally		No Need		Possible Future Need	
1. Counseling Center	72	28	6	9	31	44	20	27	14	20
2. Health Services	69	31	3	4	15	21	37	54	14	21
3. Information Center	72	28	8	10	38	53	16	21	11	15
4. Job Placement (off campus)	72	28	9	13	14	19	31	43	18	25
5. Job Placement (on campus)	69	31	5	8	13	19	39	56	12	18
6. Writing Lab (English)	69	31	3	5	16	23	31	45	19	28
7. Business Office	68	32	3	4	29	42	25	37	12	17
8. Veterans Office	70	30	6	9	17	25	42	60	4	5
9. Women's Programs (Brown Bag Seminar)	67	33	3	5	10	14	44	67	10	15
10. Math Lab	71	29	7	10	16	23	34	48	14	19
11. Administrative Offices	67	33	3	4	30	45	23	34	12	18
12. Day Care Facility	68	32	6	8	3	5	52	77	7	10
13. Dean of Students Office	66	34	1	1	10	16	42	63	13	19
14. Minority Affairs Office	65	35	0	1	3	4	56	87	5	8
15. Visitation by 4-Yr. College Reps.	70	30	8	11	14	20	33	47	16	22

- A) Total percent of those who responded
 B) Total percent of those not responding
 C) Percent of total (frequently)
 D) Percent of those who responded (frequently)
 E) Percent of total (occasionally)
 F) Percent of those who responded (occasionally)
 G) Percent of total (no need)
 H) Percent of those who responded (no need)
 I) Percent of total (possible future)
 J) Percent of those who responded possible (future)

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 9 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES

NOTE: A + B = 100 percent
 B + C + E + G + I = 100 percent
 D + F + H + J = 100 percent

* All percentages were rounded off to the nearest percentage point.